

SAMPLE QUESTION PAPER

Part I
ENGLISH

Class - XII



Government of Kerala
Department of Education

Prepared by
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2015

GENERAL GUIDELINES FOR THE PREPARATION OF QUESTION PAPER FOR HIGHER SECONDARY EDUCATION - 2015 (PLUS 2)

Introduction

Term Evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for Term Evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

I. Preparatory stage

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- familiarised the current syllabus and textbook of the subject concerned.
- secured the list of LOs (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject (See appendix).
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education – 2014.

II Nature of questions

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.

- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater to the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.
- the highest score that can be given to a question in the question paper is limited to 10% of the total score.

- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form (for subjects).
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

THINKING SKILLS

Category/ processes	Alternative terms
1. Remember	Retrieve relevant knowledge from long-term memory
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
2. Understand	Construct meaning from instructional messages, including oral, written and graphic information
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)

2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
3. Apply	Carry out or use a procedure in a given situation
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
4. Analyse	Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
5. Evaluate	Make judgements based on criteria and standards
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
6. Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.

Part I
ENGLISH
HIGHER SECONDARY COURSE SECOND YEAR

Learning Outcomes

Students demonstrate their ability to

- 1.1 analyse the concept of women empowerment and understand the power of education as a tool for their liberation.
 - 1.2 uphold the importance of freedom for women.
 - 1.3 recognize the rights and privileges of women and work for their equal status with men.
 - 1.4 appreciate literature.
 - 1.5 identify the space of women in the Indian socio-cultural scenario.
 - 1.6 realize the role of an ideal listener and develop an empathetic attitude towards social issues.
 - 1.7 prepare and deliver persuasive speeches.
 - 1.8 participate actively in panel discussions.
 - 1.9 present ideas logically in panel discussions.
 - 1.10 discuss the pros and cons of an issue.
 - 1.11 compare poems and review prose passages.
 - 1.12 identify adjectives and substitute them suitably.
 - 1.13 familiarize themselves with the different degrees of comparison and use them appropriately.
 - 1.14 browse the Internet for additional information.
 - 1.15 organize exhibitions/film festivals and present reports on them.
 - 1.16 edit the errors in a given passage.
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- 2.1 read, analyse and interpret a poem, short story and one act play.
 - 2.2 recite poems.
 - 2.3 note down responses to the questions on the theme, message and language of the poem.
 - 2.4 identify and record the poetic devices used in the poem.
 - 2.5 prepare a write-up appreciating the theme and treatment of the poem - 'Mending Wall'.
 - 2.6 compare two poems - their theme, treatment, striking features, etc.
 - 2.7 develop brief character sketches.
 - 2.8 prepare and present announcements on various programmes.
 - 2.9 recognize the elements of a news report and formal letter by writing short news reports.
 - 2.10 understand the features of a debate by participating actively in a debate.
 - 2.11 prepare book reviews.
 - 2.12 list and use homonyms and vocabulary related to specific games like cricket, chess, hockey... etc.
 - 2.13 use tense forms, reported speech and passive voice in real life contexts.
 - 2.14 dramatize stories, events and given situations meaningfully.
 - 2.15 edit the errors in a given passage.
 - 2.16 appreciate and uphold values in life.
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- 3.1 analyze the concept of entrepreneurship through different stories.
 - 3.2 take notes from a lecture.
 - 3.3 identify and list the skills and responsibilities required for different jobs.
 - 3.4 write a paragraph about careers and hobbies.
 - 3.5 differentiate between facts and opinions.

- 3.6 use idioms in appropriate contexts.
- 3.7 identify and explain the meaning of phrasal verbs in context.
- 3.8 create blogs to express their views on different topics.
- 3.9 write comments for blog posts.
- 3.10 use modal auxiliaries for different functions of language.
- 3.11 use expressions of persuasion in conversations.
- 3.12 use semi-formal language to write e-mails.
- 3.13 use formal language to write a job application and cover letter.
- 3.14 respond to job interview questions appropriately.
- 3.15 read, analyse and interpret a poem.
- 3.16 recite a poem with proper modulation.
- 3.17 appreciate a poem and write a review.

- 4.1 identify environmental impacts
- 4.2 respond to environmental issues
- 4.3 value and conserve water
- 4.4 value farming and the cultivation of food crops
- 4.5 participate in programmes for planting saplings
- 4.6 recycle, reuse, and preserve natural resources for the future
- 4.7 identify the health hazards due to the overuse of drugs
- 4.8 analyze a collage
- 4.9 read and comprehend speeches, essays and similar articles
- 4.10 express opinion about a social issue
- 4.11 prepare write-ups, essays etc.
- 4.12 express their views in a formal speech
- 4.13 use adverb phrases/clauses suitably and effectively
- 4.14 read, analyze and critically appreciate a poem
- 4.15 participate in seminars, and prepare a seminar paper/ppt
- 4.16 draft letters of enquiry
- 4.17 use language expressions of advice, request, permission, suggestion, enquiry, etc. appropriately.
- 4.18 edit a given text.

- 5.1. read, understand and analyse short stories, one act plays and poems.
- 5.2. understand the depiction of humour in literature.
- 5.3. recognize the language of humour and use it in other situations.
- 5.4. identify various aspects and specialties of one act plays.
- 5.5. write the scripts for a one-act plays and enacts.
- 5.6. read and appreciate different genres of literature.
- 5.7. understands the various component of a play.
- 5.8. identify the specialties of one act plays.
- 5.9. identify various poetic forms and devices.
- 5.10. analyze the characters in one-act plays and short stories.
- 5.11. write reviews of one-act plays.
- 5.12. write short humorous discourses such as poems, short stories, anecdotes, etc.
- 5.13. prepare analytical essays on given topics.
- 5.14. understand various aspects of grammar like transformation of sentences the usage of prepositions.
- 5.15. appreciate short-stories, one act plays and poems
- 5.16. get familiarized with spelling rules.

Instructions to Question paper setters (Part I-English)

- 60% weight should be given to thinking skills for concept attainment and 40% for concept generation.
- 15 to 20% weight of the total score must be given to objective type questions and 20 – 35% weight to essay type questions.
- The highest score that can be given to a question is limited to 10 % of the total score (ie 8 marks).
- 10 to 15 % weight must be given to grammar.
- Language elements (grammar, vocabulary), relevant information from texts, points of argument, etc. could be considered for objective type.
- Reading time, thinking time and writing time should be considered for each question in the question paper.
- All the questions should be based on the concepts suggested in the course materials.
- Unfamiliar excerpts/passages can be included for testing the learner's abilities to read analytically and critically.
- Unfamiliar poem should be included for testing appreciation skills of the learner.
- The length of the unfamiliar passage should not exceed 250 words and the unfamiliar poem 20 lines.
- Questions for writing lower level discourses such as diary, advertisement, poster, profile and wall notice should not be included in the second year terminal question paper.
- Choice should be given for higher level questions (maximum 15 to 20 % of total score).

Annual Plan (Scheme of Work)

Term	Month	Unit	Texts/Areas
Term I	June	1	The 3Ls of Empowerment (Speech) Any Woman (Poem) Horegallu (Anecdote) Matchbox (Story)
	July	1 2	Language elements Mending Wall (Poem) Amigo Brothers (Story)
	August	2	The Hour of Truth (One-act play) Language elements
Term II	September	3	A Three Wheeled Revolution (Interview) Didi (Life writing)
	October	3 4	Stammer (Poem) Language elements When a Sapling is Planted (Speech)
	November	4	Rice (Poem) Dangers of Drug Abuse (Essay)
	December	5	Language elements Post Early for Christmas (One-act play) This is Going to Hurt Just a Little Bit (Poem),
Term III	January	5	Crime and Punishment (Story) Language elements Revision

Reg. No:

Higher Secondary Education
ENGLISH
Sample Question Paper -I

Maximum : 80 Scores

Time: 2½ hrs

General instructions to candidates:

- There is a 'cool off time' of 15 minutes in addition to the writing time of 2½ hours.
- You are not allowed to write your answers or to discuss anything with others during the 'cool off time'.
- Read the questions carefully before answering.
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.
- Electronic devices, except non programmable calculators, are not allowed in the Examination Hall.

(Qns. 1-3) Read the passage and answer the following questions.

Entering the Korowai rain forest is like stepping into a giant watery cave. The tree canopy's dense weave plunges the world into a verdant gloom. The heat is stifling and the air drips with humidity. This is the haunt of giant spiders, killer snakes and lethal microbes. High in the canopy, parrots screech and a barely visible track winds around rain-soaked trees and primeval palms. A sudden downpour sends raindrops spearing through gaps in the canopy.

1. What does the word 'verdant' mean here?
a) comfortable
b) beautiful
c) leafy
d) withering (1)
2. Comment on the expression 'raindrops spearing through gaps'. (1)
3. Describe briefly the scenic beauty of the place citing the word pictures in the passage. (3)
4. In "Horegallu", Sudha Murty speaks about a horegallu and its influence on the life of the villagers. Imagine that the Government decides to remove the horegallu as part of widening the road. In the light of this decision, the villagers assemble near the horegallu and speak the following words. Choose the appropriate adjective/adjective clause and fill in the blanks.

Good morning, friends. The authorities are going to take away our horegallu. This horegallu (a) (looks good/carrying burden/ which can bear weight) is a part of our day-to-day life. Without it, our life will be as hard as (b)..... (trouble /lead/task). Masterji spends the evening with passersby who(c)..... (used to listen to our worries/used to help us find solution / used to share their worries with him.) He says that the horegallu is the most (d).....(essential/ trivial/ avoidable) part of our village. (4)

5. "And this, O Fate, is I think the most vicious circle that thou ever sentest." (From the text "This is Going to Hurt just a Little Bit.")

Explain the message communicated through this line. (3)

6. The following conversation from the play 'Post Early for Christmas' gives us a picture of the fuss made by the people in a post office, in the name of a parcel. Read the conversation carefully and prepare two sentences giving suggestions to the Assistant so that she can handle the situation without panicking.

Farmer : If we don't do something, you'll find out soon enough, ma'am.

Gentleman : What's all the fuss about?

Old lady : It's about a time-bomb. (2)

7. It has been decided by your class to dramatize the story 'Crime and Punishment'. You are asked to introduce the play to the audience. Prepare a script for compering, including all relevant details like theme, duration, cast and credit, etc. (4)

(Qns. 8-10) Read the following excerpt from the play 'The Hour of Truth' and answer the questions that follow.

"Look here. Governor, you have said nothing to the papers. If you say nothing more tomorrow, what does it amount to but sticking to your friend? It's the square thing to do—he'd do as much for you."

8. Who speaks these words? (1)

9. Who is addressed as 'Governor'? (1)

10. What does the expression 'square thing to do' mean? (2)

11. Comment on the friendship portrayed in the story 'Amigo Brothers' in about 60 words. (4)

12. A notice prepared by the student leader of the NSS Unit of a school is given below. There are a few mistakes in it. Identify them and write the correct form as shown in the example. (4)

	Incorrect	Correction
Deer students,	Deer	Dear
The members of the NSS monitoring team is visiting our school on the month of January, to assess the activities of our unit. They will, firstly of all, check the record of students' activities written in there Activity book. So, all students are requested to submit the book on 31st December.	a. b. c. d.	

Sd /-
NSS Leader

13. You have read the interview with Irfan Alam, founder and chairman of Sammaan Foundation.

Prepare a blog on Irfan's ideas of entrepreneurship and the means he adopted to execute his ideas. The blog should be presented in such a way as to motivate the young budding entrepreneurs. (4)

14. A seminar was conducted in your school on the topic 'Commercialisation and Shortage of Indigenous Food Crops' as per the following programme. Read it carefully and prepare a report of the seminar. (4)

ABC Public School

**Chennai
Seminar**

Venue : School Auditorium

Date: 24-2-2015

Time : 9.30 am

Programme

Prayer	:	School Choir
Welcome speech	:	Sri. Natwar Prasad, the Principal of the School
Presidential Address	:	Smt. Lalitha Das, the Ward Councillor
Inaugural Address	:	Sri. Ravi Sasthi, Environmental activist
Paper presentation	:	
1. Crisis among the farmers who cultivate food crops	-	Kum. Fathima Nissan
2. Indigenous food crops and self reliance	-	Master David Heinty
3. Change in attitude of the farmers	-	Kum. Aruna Prasad
4. The impact of cash crop cultivation	-	Master Dinu Syam
Interactive Session	:	
Vote of Thanks	:	Master Naveen Thomas, Chairman of the School
National Anthem	:	School choir

15. Inspired by Shaheen Mistri, your school has decided to take up the task of providing free education to a selected group of poor, needy children. You would like to inform Shaheen about this new venture and invite her to visit your school. Write an e-mail to her. (4)
16. Read the quotation given below:
"When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us."- Helen Keller.
'Flights of Freedom' presents a number of women characters before the readers. With whom do you associate the above quote? Why?
Prepare a brief sketch of this character including the qualities you desire to find in her. (5)
17. A panel discussion was conducted in your school on the topic 'Modern Education System -- Challenges Ahead.'
Given below is an excerpt from the presentation made by a panellist during the panel discussion.

"Educating a child is basically a matter of caring and nurturing the child. The process of education should open new vistas of knowledge before the child. As the saying goes: 'nourish the brain through the senses'. The syllabus and transactional strategies should be designed in such a way as to make the learners consider education as a fruitful affair."

Now, prepare a brief script for presentation in the panel discussion by the next panellist highlighting the practical issues faced by the teacher in the classroom and the means to be adopted to minimise this problem. (5)

18. Read the following excerpt from a newspaper article:

a. "A society that is unable to respect, protect and nurture its women and children loses its moral moorings and runs adrift."

Prepare the script of a persuasive speech, expressing your comments on the statement, to be delivered in your school on the International Women's Day. (6)

Or

b. Your school is conducting an elocution competition in connection with your school youth festival. You are also, a contestant. The topic for the elocution is 'Challenges of Women Empowerment.' Prepare a script for your speech.

19.a. Dr. Hardin B. Jones, in his essay 'Dangers of Drug Abuse', says, "...the sensory deprivation of the drug addict manifests itself in a general feeling of physical discomfort and in personality changes."

Considering the psychological and social impact of drugs on an addict, prepare an essay on the topic "The Menace of Dugs".

Or

b. Dr. Hardin B. Jones, in his essay 'Dangers of Drug Abuse', says, "Drugs, after all, act directly on the brain and cause mental mechanisms to respond abnormally. The risks are great for the persistent user." We know that drug related health disorders are many and varied. Identify the other health hazards caused by the abuse of drugs and prepare an essay on the topic "The Menace of Drugs." (6)

20. Read the following advertisement.

HURRY!

Here is a golden chance for young, dynamic talents to mould future citizens.

Take the lead in creating the leaders.

- Age not above 35
- Post graduation (in any subject) with not less than 80% marks
- Fluency in English
- Aptitude for teaching
- Apply within 10 days

Waiting for excellent teachers
XYZ Education Centre

You wish to apply for the job. Prepare an application letter and a resume for the purpose.

(8)

21. Read the following poem.

A Poison Tree

William Blake

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I waterd it in fears
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine,

And into my garden stole,
When the night had veiled the pole;
In the morning glad I see
My foe outstretched beneath the tree.

(Hints: wrath = anger; foe = enemy; deceitful = misleading; wile = cunning methods)

Now, compare the poem with 'Mending Wall' by Robert Frost. (8)

(Hints: theme, message, poetic devices, etc.)

Answer Key/Value points

Qn. No.	Sub Qns	Answer Key/Value points	Score	Total
1		leafy	1	1
2		The rain drops are as strong as spears; they move rapidly through the narrow gaps in the dense canopy.	1	1
3		Appropriateness of the description Identification of word pictures (a barely visible track wind around rain-soaked trees/the haunt of giant spiders, killer snakes and lethal microbes) Quality of language	1 1 1	3
4		a) which can bear weight b) lead c) used to share their worries with him d) essential	1 1 1 1	4
5		Relevance of the content Appropriateness of language	2 1	3
6		I think you should call the police. Why don't you deal with the situation boldly? (Or any other relevant suggestions.)	1 1	2
7		Comprehensiveness of ideas Precision and clarity Quality of language	2 1 1	4
8		John Baldwin	1	1
9		Robert Baldwin	1	1
10		Appropriate explanation of the expression	2	2
11		Comprehensiveness of ideas Relevance Quality of language	2 1 1	4
12		a) are visiting b) in c) First of all/Firstly d) their	1 1 1 1	4
13		Organisation of ideas Clarity in presentation Quality of language	2 1 1	4
14		Content Appropriateness of language Organization of ideas and layout	2 1 1	4
15		Relevance of the content	2	

Answer Key/Value points

Qn.	Sub	Answer Key/Value points	Score	Total
		Proper communication of ideas Appropriateness of language	1 1	4
16		Relevance of the traits recognized Comprehensiveness of the character sketch Appropriateness of the expressions used	1 3 1	5
17		Comprehensiveness Logical presentation Appropriateness of language	3 1 1	5
18		Comprehensiveness of the content Relevance of the points Clarity of presentation Logical sequencing of ideas	2 2 1 1	6
19		Comprehensiveness of the content Organization of ideas Relevance of the thoughts and ideas presented Clarity of ideas	2 1 1 2	6
20		Comprehensiveness of the content Organization of data in appropriate format Communication Quality of language	3 1 2 2	8
21		Comprehensiveness of the content Relevance of the points Organization of ideas Expression of one's own view point Quality of language	3 1 1 1 2	8

WEIGHT TO CONTENT

No.	Name of the Unit	Score	Percentage
1	Flights of Freedom	20	25
2	Heights of Harmony	16	20
3	Challenges of Life	16	20
4	Live and Let Live	16	20
5	The Lighter Side	12	15
	Total	80	100

WEIGHT TO TYPE OF QUESTIONS

No.	Type of Questions	No. of Questions	Score	Percentage
1	Objective	7	14	17.5
2	Short answer	10	38	47.5
3	Essay	4	28	35
	Total	21	80	100%

WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Conceptual attainment	48	60
2	Conceptual generation	32	40
	Total	80	100%

BLUE PRINT

Unit	Thinking skills/Content	Conceptual Attainment			Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	Flights of Freedom	4(1)	3(1) 5(1)		2(2)		6(1)	20(6)
2	Heights of Harmony	2(2)	4(1)			2(1)	8(1)	16(5)
3	Challenges of Life		4(1) 4(1)	8(1)				16(3)
4	Live and Let Live	4(1) 2(1)	4(1)				6(1)	16(4)
5	The Lighter Side	4(1)				3(1) 5(1)		12(3)
	Total	12(6)	28(6)	8(1)	2(2)	10(3)	20(3)	80(21)

QUESTION-BASED ANALYSIS

Qn. No.	LO. No.	Form of Questions	Score	Time
1	4.10	Objective	1	1
2	4.10	Objective	1	1
3	4.10	Short answer	3	3
4	1.13	Objective	4	6
5	5.1	Short answer	3	5
6	4.18	Objective	2	4
7	505	Short answer	4	6
8	2.1	Objective	1	1
9	2.1	Objective	1	1
10	2.1	Short answer	2	4
11	2.6	Short answer	4	8
12	5.13	Objective	4	6
13	3.8	Short answer	4	8
14	4.16	Short answer	4	8
15	1.12	Short answer	4	8
16	2.10	Short answer	5	10
17	1.9	Short answer	5	10
18	1.7	Essay	6	12
19	4.12	Essay	6	12
20	3.13,3.14	Essay	8	18
21	2.8	Essay	8	18

Reg. No:

Higher Secondary Education
ENGLISH
Sample Question Paper -II

Maximum : 80 Scores

Time: 2½ hrs

General instructions to candidates:

- There is a 'cool off time' of 15 minutes in addition to the writing time of 2½ hours.
- You are not allowed to write your answers or to discuss anything with others during the 'cool off time'.
- Read the questions carefully before answering.
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.
- Electronic devices, except non programmable calculators, are not allowed in the Examination Hall.

(Qns. 1-3) Read the excerpt from the story 'Amigo Brothers' and answer the questions that follow.

“The announcer turned to point to the winner and found himself alone. Arm in arm, the champions had already left the ring.”

1. Who are the champions referred to here? (1)
2. 'Arm in arm' in this passage means (1)
 - a) happiness
 - b) friendship
 - c) respect
 - d) concern(1)
3. Do you think that it is right on the part of the champions to leave the ring like that? What might have prompted them to do so? (2)
4. Read the following conversation taken from the play 'The Hour of Truth.'
John : You can imagine: rotten things. And I couldn't contradict them.
Baldwin : Why not, John?
John : Because I didn't know.
Baldwin : Did you have to know? Wasn't it enough that you knew your father?
Imagine that you are going to direct this segment of the play for the English festival to be held in your school. Being the director, you have to explain the conversation to the actors. Report the details of the conversation to your actors in about 60 words. (4)
5. Edit the following letter supplying the correct tense form wherever necessary:

Dear Sir,

I was writing this letter to complain about a service charge of Rs. 30 levied on my saving bank account.

On 12 June 2015, I withdraw Rs. 2500 from my saving bank account using my ATM card. At that time, the balance in my account were Rs.7500 as per the receipt I receive from the ATM. However, I received a bank statement on 25 June 2015 which showed that I had been charged Rs. 30 for the transaction. I do not understand this as there is no service charge for the first five ATM transactions per month.

I believe this charge of Rs. 30 is wrong and I want this money to be reimbursed immediately. I look forward to hearing from you. Please respond to my complaint within 10 days.

Yours faithfully

Ravichandra T.K. (4)

6. "My little brother runs in to meet me—
I, eager to have a full meal of athikira rice.
He's carrying the rations for the whole household—
He trips over something and scatters the wheat all over the yard."
Bring out the satirical element in the above lines taken from the poem 'Rice'. (2)
7. As part of sensitizing your friends on the harmful effects of drugs on the human body, you decide to collect information on the overuse of drugs and its health hazards. Write a letter to the department of health, enquiring about the various health hazards caused by drug abuse. (5)

(Qns. 8-10) Read the following passage and answer the questions that follow.

"The child ran towards his parents gaily and walked abreast of them for a while; being, however, soon left behind, attracted by the little insects and worms along the footpath that were teeming out from their hiding places to enjoy the sunshine."

8. Why did the insects and worms come out of the hiding place? (1)
9. What is the meaning of 'abreast'? (1)
(far ahead/side by side/ in front of/opposite)
10. Pick out the words and expressions that convey the pleasant atmosphere. (2)
11. "We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect," says Aldo Leopold. How far do you agree with this view? Prepare a write-up in not more than 50 words in the light of your understanding of the speech 'When a Sapling is Planted' by Wangari Maathai. (3)
12. Language puns, sarcastic dialogues, comic appearance, and an unexpected twist all contribute much to the humour in the play 'Post Early for Christmas'. Prepare a blog on the humour in the play in not more than 50 words (3)
13. Following are some of the interesting points made in the debate on 'New Generation Society and Communication.'
- They are glued to the internet, especially to social media.
 - They are mostly careerists and are least interested in issues of social concern.
 - They lack communication skills.
 - They wall themselves up from society.

Being a representative of the new generation, you are not convinced of the points made. Prepare four arguments substantiating your position. (4)

14. Imagine that Rini, Nomita's niece is a silent witness to the quarrel between Nomita and her husband. Rini feels scared and rushes to the kitchen to narrate it to other members of the family. Prepare the narration for her. (4)

15. Rohan, a trainee journalist has jotted down the following points when he went to cover the fraud in Gresham's Bank.

Financial fraud in the bank

MD Gresham arrested

Employees are clueless as to the real culprit

Baldwin, the close associate of the MD is the only witness

Depositors concerned

Now, help him to prepare a news report on the financial fraud exposed in Gresham's Bank. (4)

16. There is an adage that says : "If you educate a boy, you train a man. If you educate a girl, you train a village". Prepare a write-up expressing your views on this in about 60 words. (4)

17. Your class has decided to conduct a group discussion on the topic "India – A land wonder for Young Entrepreneurs."

You are asked to initiate the discussion. Prepare the script of a presentation you would make on the occasion. (4)

18. 'A teacher is a friend, philosopher, guide, and a mentor to the student'. Analyse the character of the teacher in the story 'Crime and Punishment' in the light of this statement. (5)

19. Read the following advertisement and prepare an email in response to it. (4)

VACANCY

RECEPTIONIST CUM TELEPHONE OPERATOR.

Classic Travels (Pvt) Ltd., P.O. Box 149, Kochi.

Qualification : Graduation in any discipline.

Age : Between 20 and 35.

The ideal candidate should:

- Possess good telephone manners & interpersonal skills.
- Be well groomed, friendly, presentable & energetic.
- Have good communication skills in English.
- Previous experience will be an added advantage.

Interested candidates please submit your application to careers@classictravels.com immediately with a recent photograph.

Attractive salary and free holiday package every year.

20. The coordinators of Operation Gurukula Project of the District Panchayat are impressed by your services as the student counsellor of the Souhruda Club of your school, and they decide to honour you for that. Prepare the speech that you would deliver after receiving the award.

(Hints: expression of gratitude for the honour- explanation of services rendered - your response to the honour- advice / exhortation to the audience.) (6)

OR

You are greatly inspired by the activities of the Green Belt Movement but you decide on to launch a similar movement in your school to ensure a green campus. In order to collect more information regarding their activities, you decide to write a letter to the head of the Green Belt Movement. Prepare the letter of enquiry. [Hints: Their activities - websites/books giving details - support given to local units]

21. To listen to K. Satchidanandan is to be reminded that there are beautiful and different perspectives. Even a term such as 'language' gets a wider sense in his poems. Read the excerpt from his poem 'The Mad' and compare it with 'Stammer', focussing on their meaning, in addition to the analysis of poetic devices.

The Mad

The mad have no caste or religion.
They transcend gender,
live outside ideologies. We
do not deserve their innocence.

Their language is not of dreams but
of another reality. Their love
is moonlight. It
overflows on a full moon day.

Looking up they see
gods we have never heard of. They are
shaking their wings when
we fancy they are shrugging
their shoulders. They hold
even flies have souls
and the green god of grasshoppers
leaps up on thin legs.

In a single day they reach
the big bang at the beginning.
They go on walking restless for
their earth is boiling still.

The mad are not
mad like us.

22. Match box and Horegallu are the two inanimate objects which play vital roles in the stories "Match box" and "Horegallu" respectively. Do these objects serve any purpose? Substantiate your views, citing situations from the texts, in about 200 words. (8)

OR

Imagine that your school is conducting an essay writing competition in connection with 'International Women's Day' celebrations. You are also a contestant. The topic for the essay is 'The relevance of empowering women.' Write an essay of about 200 words.

Answer Key/Value points

Qn. No.	Sub Qns	Answer Key/Value points	Score	Total
1		Antonio Cruz and Felix Vargas	1	1
2		friendship	1	1
3		Yes/No; justify the response rationally	2	2
4		Content Organization of ideas Appropriateness of language	2 1 1	4
5		Am writing, withdrew, was, received	1x4	4
6		Relevance of the content Appropriateness of language	1 1	2
7		Relevance of the content Proper communication of ideas Appropriateness of language	2 1 2	5
8		The insects and worms came out of the hiding place to enjoy the sunshine.	1	1
9		side by side	1	1
10		gaily, teeming out, sunshine, etc.	2	2
11		Comprehensiveness of the content Appropriateness of language Clarity of ideas	1 1 1	3
12		Organisation of ideas Clarity in presentation Quality of language	1 1 1	3
13		Appropriate arguments	1x4	4
14		Comprehensiveness of the presentation of experience, personal impressions, etc. Creativity Appropriateness of language	2 1 1	4
15		Comprehensiveness of the content Organisation of ideas Quality of language	2 1 1	4
16		Comprehensiveness of the content Appropriateness of language Clarity of ideas	2 1 1	4
17		Comprehensiveness of content Clarity in presentation Quality of language	2 1 1	4

Answer Key/Value points

Qn. No.	Sub Qns	Answer Key/Value points	Score	Total
18		Relevance of the traits recognized Comprehensiveness of the character sketch Appropriateness of the expressions used	3 1 1	5
19		Comprehensiveness of the content Organisation of ideas Appropriateness of the format Quality of language	1 1 1 1	4
20		Comprehensiveness of the content Relevance of the points Clarity of presentation Logical sequencing of ideas	2 1 1 2	6
21		Comprehensiveness of the content Relevance of the points Organization of ideas Expression of one's own view point Quality of language	3 1 1 1 2	8
22		Comprehensiveness of the content Organization of ideas Relevance of the thoughts and ideas presented Clarity of ideas	3 1 2 2	8

WEIGHT TO CONTENT

No.	Name of the Unit	Score	Percentage
1	Flights of Freedom	20	25
2	Heights of Harmony	16	20
3	Challenges of Life	16	20
4	Live and Let Live	16	20
5	The Lighter Side	12	15
	Total	80	100

WEIGHT TO TYPE OF QUESTIONS

No.	Type of Questions	No. of Questions	Score	Percentage
1	Objective	7	16	20
2	Short answer	12	42	52.5
3	Essay	3	22	27.5
	Total	22	80	100%

WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Concept Attainment	48	60
2	Concept Generation	32	40
	Total	80	100%

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Unit	Thinking skills/Content	Conceptual Attainment			Conceptual Generation			Total
		OB	SA	Essay	OB	SA	Essay	
1	Flights of Freedom	1(1)	4(1)	8(1)	1(1)	2(1) 4(1)	20	
2	Heights of Harmony	1(1) 4(1)	2(1) 4(1)		1(1) 4(1)			16
3	Challenges of Life		4(1)			4(1)	8(1)	16
4	Live and Let Live		5(1) 3(1)			2(1)	6(1)	16
5	The Lighter Side	4(1)	3(1) 5(1)					12
	Total	10(4)	30(8)	8(1)	6(3)	12(4)	14(2)	80(22)

QUESTION-BASED ANALYSIS

Qn. No.	LO. No.	Form of Questions	Score	Time
1	4.10	Objective	1	1
2	4.10	Objective	1	1
3	4.10	Short answer	2	2
4	2.15	Short answer	4	4
5	5.13	Objective	4	6
6	4.15	Short answer	2	5
7	4.17	Short answer	5	8
8	4.10	Objective	1	1
9	4.10	Objective	1	1
10	4.10	Short answer	2	3
11	4.12	Short answer	3	6
12	3.8	Short answer	3	6
13	1.10, 2.11	Objective	1x4	4
14	1.10	Short answer	4	6
15	2.7	Short answer	4	10
16	1.1, 1.3, 1.6	Short answer	4	10
17	2.11	Short answer	4	10
18	5.8	Short answer	5	10
19	3.12, 3.13	Short answer	4	10
20	4.13	Essay	6	10
21	3.16	Essay	8	18
22	1.12	Essay	8	18